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ABSTRACT

The description provides information on the elementary social studies one-year program designed for use as the basis of curriculum or as a supplement to an existing program. A long term goal is for students to develop democratic human relations. Terminal objectives include affective and cognitive developments, helping students to understand the governing process, develop positive self concepts, reduce stereotypic thinking, acknowledge differences among people, and participate in the learning process. Although the political science concept of the "governing process" forms the lesson core, an interdisciplinary approach is pursued involving concepts of psychology, sociology, anthropology, history, science, and language arts. Teaching strategies emphasize inductive methods that involve students in the learning process through the discussion method. Students, actively involved in learning activities which stress racial and social problems, take part in roleplaying activities, games and simulations, films, and student reports. Brief information is also included on organization of content, description of program materials, a typical lesson, student testing and evaluation, implementation and costs of the projects, and program development and evaluation. (SJM)

ED 073011

INTERGROUP RELATIONS CURRICULUM

Program Report

Margaret Bye

SP 005 316

Information/Utilization Division
Far West Laboratory for
Educational Research and Development
Berkeley, California

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Margaret Bye

Information/Utilization Division
Far West Laboratory for
Educational Research and Development
Berkeley, California

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INTRODUCTION

A mother, father, and daughter are seated at the dinner table. The son hurries in, out o

Father: You're late for dinner! What happened?
Son: My bike broke down and I had to walk home from the football field.
Father: This has happened once too often! Go to your room without dinner!
Son: But, Dad, my bike . . . (he leaves the room).
Mother: Perhaps Junior needs a new bike.
Father: Well, we'll see.

This family scene is actually a class of third graders in Winchester, Mass., engaged in a situation from the Intergroup Relations Curriculum. Acting out this family vignette, children "the governing process" operates in their homes: the role of the ruler, the role of the ruled influencing the ruler.

A fifth grade activity on protest demonstrations shows a class becoming aware of its own s teacher shows the class a large photograph of a peace demonstration. Many of those pictured ha long hair. The teacher opens discussion about the picture noncommitally.

"Who is this a picture of?"
"Communists."
"Why do you think the people in the picture are Communists?"
"Because they have beards."
"What are the people in the picture doing?"
"They are demonstrating, marching."
"What for?"
"Peace."
"Why?"
"Because of the war in Vietnam. They think we should stop fighting."
"Whose decision was it that we get involved in the war in the first place?"
"The government."
"Okay. So what would you say these people are trying to do?"
"Change a policy."

INTRODUCTION

aughter are seated at the dinner table. The son hurries in, out of breath.

r dinner! What happened?
n and I had to walk home from the football field.
ned once too often! Go to your room without dinner!
. . . (he leaves the room).
needs a new bike.
e.

tually a class of third graders in Winchester, Mass., engaged in a role-playing
p Relations Curriculum. Acting out this family vignette, children are analyzing how
ates in their homes: the role of the ruler, the role of the ruled, and the ways of

n protest demonstrations shows a class becoming aware of its own stereotypes. The
rge photograph of a peace demonstration. Many of those pictured have beards and
s discussion about the picture noncommitally.

of?"

eople in the picture are Communists?"
is."
the picture doing?"
marching."

ietnam. They think we should stop fighting."
hat we get involved in the war in the first place?"

u say these people are trying to do?"

"Do you think a demonstration is a good way of trying to affect government policie

An open discussion follows in which opinions are voiced freely. The teacher does
stated generalization about Communists, but weakens it through his questions. As other
imagined--in support of changing a school policy or a civil rights issue--the students
democracy. The class is led to realize that perhaps Communists take part in demonstrat
label of Communists for <u>all</u> demonstrators cannot hold up in light of numerous examples.

The curriculum developers believe that frank, outspoken participation in the class
learn better, prepares him for active citizenship, and reduces his prejudicial thinking

demonstration is a goo' way of trying to affect government policies?"

on follows in which opinions are voiced freely. The teacher does not attack the previously
about Communists, but weakens it through his questions. As other demonstrations are
of changing a school policy or a civil rights issue--the students see them as an aspect of
is led to realize that perhaps Communists take part in demonstrations, but the overall
or <u>all</u> demonstrators cannot hold up in light of numerous examples.

levelopers believe that frank, outspoken participation in the classroom helps the student
s him for active citizenship, and reduces his prejudicial thinking and behavior.

BASIC INFORMATION

Program Name:
Intergroup Relations Curriculum

Format:
Book for teachers containing a series of "governing process" questions for t
the curriculum; 20 lesson topics and several suggested activities for each (
level); and two complete teaching units.

Uniqueness:
Students participate in activities and discussions concerning their feelings
"different" to reduce prejudicial and stereotypic thinking. Political scien
for democratic group interaction.

Content:
Government; psychology of self-awareness, self-acceptance; sociological and
behavior; history.

Suggested Use:
Complete one year program in social studies or supplementary units to be use

Target Audience:
Students of all abilities, grades 1-6.

Length of Use:
Twenty minutes in grade one to fifty minutes in grade 6, three or four times

Aids for Teachers:
Instructions for use of curriculum in Vol. II of *The Intergroup Relations Cur*
II) which comprise a teacher's manual; inservice seminar program available to

Availability:
Teacher's manual available; classroom kit projected for fall 1971.

BASIC INFORMATION

Relations Curriculum

achers containing a series of "governing process" questions for the teacher to use in introducing
ılum; 20 lesson topics and several suggested activities for each (to be adapted for any grade
two complete teaching units.

rticipate in activities and discussions concerning their feelings toward those who are
to reduce prejudicial and stereotypic thinking. Political science theory taught as foundation
tic group interaction.

psychology of self-awareness, self-acceptance; sociological and cultural problems; group
istory.

e year program in social studies or supplementary units to be used throughout the school year.

all abilities, grades 1-6.

tes in grade one to fifty minutes in grade 6, three or four times a week for one year.

s:
s for use of curriculum in Vol. II of *The Intergroup Relations Curriculum* (*Green Book*
omprise a teacher's manual; inservice seminar program available to school districts.

anual available; classroom kit projected for fall 1971.

Director/Developer:
John S. Gibson/Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Mass. 02155.

Publisher:
Same as developer.

Information in this Report current as of July 1971.

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1. GOALS AND OBJECTIVES

The developers' goals are discussed here in three sections: "long-
students' lives after they have completed the program; "terminal objecti
the time they complete the program; and "detailed objectives," which sho
the program's learning activities.

1.1 Long-range goals.

The major goal of the Intergroup Relations Curriculum program is fo
relations"--to interact among people in a manner which reflects respect
avoids prejudicial thinking and discriminatory behavior. In the words o

> . . . the future of the democratic civic culture in the United
> upon relations and interactions among American citizens based
> and human dignity. If the abrasive and often violent nature o
> and among people from different groups continues, then the ver
> civic culture eventually will be torn to shreds. Although man
> endeavors in our society have sought to advance democratic huma
> our greatest national problem, prejudice and discrimination, c
> is imperative, therefore, that we do everything possible to so
> [through the process of education] . . . [and to orient student
> and democratic living and human relations in a racially and cul
> society and world.[1]

1.2 Terminal objectives.

The specific objectives of the Intergroup Relations Curriculum progr
(a) cognitive skills; (b) attitudes and values; and (c) the process of di

Cognitive skills. Students should learn to understand the "governin
principles of how people are governed--who does the ruling, what rulers a
selves) can influence the ruling persons. Students should also acquire a
and present, including the contributions by people from a wide variety of

1. GOALS AND OBJECTIVES

opers' goals are discussed here in three sections: "long-range goals" which related to the
s after they have completed the program; "terminal objectives," that students should achieve by
complete the program; and "detailed objectives," which should be achieved from studying each of
learning activities.

e goals.

goal of the Intergroup Relations Curriculum program is for students to develop "democratic human
interact among people in a manner which reflects respect for human dignity and worth and which
cial thinking and discriminatory behavior. In the words of the developers:

> . the future of the democratic civic culture in the United States must rest
> relations and interactions among American citizens based upon mutual respect
> human dignity. If the abrasive and often violent nature of relations between
> among people from different groups continues, then the very fabric of our
> c culture eventually will be torn to shreds. Although many programs and
> avors in our society have sought to advance democratic human relations . . .
> greatest national problem, prejudice and discrimination, continues. It
> mperative, therefore, that we do everything possible to solve this problem
> ough the process of education] . . . [and to orient students toward] effective
> democratic living and human relations in a racially and culturally diverse
> ety and world.[1]

objectives.

fic objectives of the Intergroup Relations Curriculum program can be divided into three groups:
skills; (b) attitudes and values; and (c) the process of discovery and inquiry.

skills. Students should learn to understand the "governing process"; that is, to understand the
ow people are governed--who does the ruling, what rulers are, and how people (including them-
fluence the ruling persons. Students should also acquire a realistic understanding of the past
ncluding the contributions by people from a wide variety of groupings and nations to the

development of America.

Attitudes and values. Students should develop a "positive self-concept," reduce prejudicial thinking, and realize that there are many differences among people within

The process of discovery and inquiry. The developers believe that the students' ment and group relationships should grow out of real experiences in the classroom. Su practice for adult citizenship.

1.3 Detailed objectives.

The objectives for each learning activity are listed at the beginning of each les *The Intergroup Relations Curriculum*, Vol. II. For example, the objectives for Lesson #18 on Poverty are:

> To help the children to achieve some perspective about the value of money by cal income needed to support a family.
>
> To create empathy for the poor by helping the children to understand what a life is like and discover for themselves the obstacles which prevent a family from ov condition of poverty.

s. Students should develop a "positive self-concept," reduce their stereotypic and
nd realize that there are many differences among people within groupings.

overy and inquiry. The developers believe that the students' understanding of govern-
ships should grow out of real experiences in the classroom. Such experiences give him
zenship.

s.

each learning activity are listed at the beginning of each lesson in section II-E of
Curriculum, Vol. II. For example, the objectives for Lesson 1 of Learning Activity

en to achieve some perspective about the value of money by calculating the
upport a family.

or the poor by helping the children to understand what a life of poverty
er for themselves the obstacles which prevent a family from overcoming its
ty.

2. CONTENT AND MATERIALS

2.1 Content focus.

The developers of the Intergroup Relations Curriculum have drawn most heavily upo political science, and in particular, the concept of the "governing process" from that developers believe that concepts such as participation, protest, influence, political interest group pressure, and public control of education tie the fundamentals of polit for improving man's relations with man. "Political science has much to offer in any c intergroup relations, and it has been our concern to draw upon this discipline for the about the fundamental issues of this field."[2]

Other disciplines are also woven into the curriculum--psychology (in discussion o concept), sociology and anthropology (in discussion of ideals, realities, and myths), of past and present of any group), science (in discussion of the role of melanin in de of the lens of a camera functioning like the human body), and language arts (in discuss of words describing how individuals feel and what they are).

2.2 Content and organization of the subdivisions.

The curriculum is organized around the "governing process" concept from the field governing process involves (a) the people, or the governed, (b) the governing officials cess, (d) the structure of government, and (e) decision-making policy. Closely related idea are the concepts of (a) similarities (universal and group); (b) differences (group interactions (conflictive, competitive and cooperative); (d) ideals, myths, and realiti of life and society to the ideals of the democratic doctrine), and (e) the "here and no of the past to those of the present). These ideas (or "methodological tools" as they a pers) can be used to explain why the governing process operates differently in differen places.

The material in the curriculum consists of three major components: 100 "governing Learning Activities (some of which are divided into daily lessons); and two complete in Learning Activities and governing process questions can be adapted to suit any grade le designed for use in an intermediate level course in United States history and are suffi

2. CONTENT AND MATERIALS

of the Intergroup Relations Curriculum have drawn most heavily upon the discipline of and in particular, the concept of the "governing process" from that field [See 2.2]. The that concepts such as participation, protest, influence, political power, national policy, sure, and public control of education tie the fundamentals of political science to measures relations with man. "Political science has much to offer in any curricular program in s, and it has been our concern to draw upon this discipline for the teaching and learning al issues of this field."[2]

nes are also woven into the curriculum--psychology (in discussion of individuals and self- and anthropology (in discussion of ideals, realities, and myths), history (in the discussion of any group), science (in discussion of the role of melanin in determining skin color, and mera functioning like the human body), and language arts (in discussion of roots of words and how individuals feel and what they are).

ganization of the subdivisions.

is organized around the "governing process" concept from the field of political science. The nvolves (a) the people, or the governed, (b) the governing officials, (c) the political pro- ture of government, and (e) decision-making policy. Closely related to the governing process ts of (a) similarities (universal and group); (b) differences (groups and individuals); (c) ictive, competitive and cooperative); (d) ideals, myths, and realities (which relates realities to the ideals of the democratic doctrine), and (e) the "here and now" (which relates issues e of the present). These ideas (or "methodological tools" as they are called by the develo- explain why the governing process operates differently in different groups, times, and

the curriculum consists of three major components: 100 "governing process" questions; 20 (some of which are divided into daily lessons); and two complete instructional units. The and governing process questions can be adapted to suit any grade level, 1-6. The units are an intermediate level course in United States history and are sufficiently flexible for use

in the fourth through sixth grades.

The governing process questions are provided to launch the curriculum. Th students formulate in their own words some basic ideas about how people are gov the home, school, city, state, and nation? How can people influence governing that although he does not label them as such, the elementary school student is six components of the governing process in his everyday life: He knows he is g there are rulers and ways of influencing them. Study of government thus starts about his own life.

The questions begin with governing in that societal institution with which home. The teacher asks, introducing the idea of a ruler: "What was the first morning? Who told you to get up? What are some rules in your house? Are you governing takes place in the home, the governing process questions proceed to e the family, neighborhood, school, city, state, and nation.

Although this part of the curriculum emphasizes the process of government serves as an entree to discussions about sameness and difference, interactions, example, the teacher introduces discussion about the government of a city throu the mayor represent? Why do the people need a ruler? What would happen if a m take place?" The teacher then asks the class: "In what ways are all the peopl ways is each one of us different? What are some ways in which people get toget city would you <u>like</u> to be in?" Emphasis throughout is placed upon helping the tial person in <u>many</u> kinds of societal institutions.

Short paragraphs called "interchanges" are placed at intervals in the sequ questions for the convenience of the teacher. They explain what the governing at," how the teacher might further discussions at different grade levels, and w introduced at a certain point. For instance, after discussing sameness and dif the teacher might turn to the Learning Activity, "Sameness and Difference," and city.

The bulk of the curriculum consists of Learning Activities, which stress r United States. They are designed to help students to give thoughtful considera involving *me*, *we*, *he*, *she*, and *they* and to develop an understanding of these re

grades.

uestions are provided to launch the curriculum. The teacher can use them to help own words some basic ideas about how people are governed: Who makes the rules in e, and nation? How can people influence governing officials? The developers believe bel them as such, the elementary school student is engaged in most or all of the ing process in his everyday life: He knows he is governed and regulated; he knows influencing them. Study of government thus starts with the student's thinking

h governing in that societal institution with which the child is most familiar, the roducing the idea of a ruler: "What was the first thing that happened to you this t up? What are some rules in your house? Are you a ruler?" After discussing how home, the governing process questions proceed to explore processes of governing in hool, city, state, and nation.

he curriculum emphasizes the process of government at different levels, it also ssions about sameness and difference, interactions, ideals, and realities. For ces discussion about the government of a city through such questions as "Who does the people need a ruler? What would happen if a mayor wouldn't let an election en asks the class: "In what ways are all the people in our city the same? In what rent? What are some ways in which people get together in the city? What kind of ?" Emphasis throughout is placed upon helping the student see himself as an influen- societal institutions.

"interchanges" are placed at intervals in the sequence of governing process e of the teacher. They explain what the governing process questions are "getting urther discussions at different grade levels, and what Learning Activities might be t. For instance, after discussing sameness and difference among people in the city, e Learning Activity, "Sameness and Difference," and then return to discussing the

lum consists of Learning Activities, which stress racial and social problems in the gned to help students to give thoughtful consideration to all kinds of relationships nd *they* and to develop an understanding of these relationships. While

advancing student pride in *me* and *we*, the lessons aim to convey the knowledge and student that the behavior of a *he* or *they* is often misjudged because it is stereo Learning Activities are as follows: (1) "Sameness and Difference" helps children among people as well as differences (hair, skin, and eye color for example). (2) lates the children to begin distinguishing between things people do, what they ar have. (3) "Groups" points out the basic similarities of people yet the differenc cans" develops an awareness of what it means to be an American and how one become Activities deal with the concepts of self ("Who Am I"), perception of self and ot discrimination and poverty.

The two instructional units deal with two aspects of U.S. history--American Independence. The first tells about family structure, values, child rearing, sta of four Indian tribes--Zuni, Kwakiutl, Iroquois and Dakota--to point out that all not alike. It is intended that the singular, stereotyped picture of the American unit entitled "The Declaration of Independence," children study the causes that l independence, read a paraphrase of the Declaration, discuss the meaning of the De compare life during the time of the Declaration of Independence with that of toda states then and now, the nationalities of the people in this country then and now then and now. It is pointed out that our government still in reality does not gi in the Declaration of Independence.

The developers state that the teacher should begin the curriculum with the g each grade level. Even though it is repetitious to start the curriculum each yea the developers say that the composition of class members at each grade level is s and even if it is repetitious they believe it is a process which students enjoy d one that relates to the realities of everyday life. After introducing the curric questions in the home, the teacher can proceed in one of two ways. He can contin process questions in sequence with the class, then introduce the Learning Activit do not have to be taught sequentially), and end with the instructional units. Or the governing process questions and interweave appropriate Learning Activities an cussing the governing process questions on the nation, the class might get into a is an American. At this point, the Learning Activity on Americans might be intro American Indians. However, it would take an experienced teacher to be able to int the curriculum successfully. Participation in the inservice seminar program [See if not essential.

ent pride in *me* and *we*, the lessons aim to convey the knowledge and develop the feeling in the
ne behavior of a *he* or *they* is often misjudged because it is stereotyped. Some of the
ities are as follows: (1) "Sameness and Difference" helps children see the basic similarities
s well as differences (hair, skin, and eye color for example). (2) "Is, Feels, Does, Has" stimu-
dren to begin distinguishing between things people do, what they are, how they feel, and what they
oups" points out the basic similarities of people yet the differences among groups. (4) "Ameri-
an awareness of what it means to be an American and how one becomes an American. Other Learning
with the concepts of self ("Who Am I"), perception of self and others, individuals, prejudice,
and poverty.

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The first tells about family structure, values, child rearing, status and political organization
tribes--Zuni, Kwakiutl, Iroquois and Dakota--to point out that all American Indian tribes were
is intended that the singular, stereotyped picture of the American Indian will be erased. In the
"The Declaration of Independence," children study the causes that led to the colonists' desire for
read a paraphrase of the Declaration, discuss the meaning of the Declaration of Independence, and
aring the time of the Declaration of Independence with that of today. They discuss the number of
now, the nationalities of the people in this country then and now, and characteristics of rulers
It is pointed out that our government still in reality does not give all men the ideals set forth
ion of Independence.

pers state that the teacher should begin the curriculum with the governing process questions at
l. Even though it is repetitious to start the curriculum each year with governing in the home,
say that the composition of class members at each grade level is somewhat different each year
is repetitious they believe it is a process which students enjoy discussing in the classroom and
s to the realities of everyday life. After introducing the curriculum with the governing process
e home, the teacher can proceed in one of two ways. He can continue to discuss the governing
ns in sequence with the class, then introduce the Learning Activities (they are numbered 1-20 but
be taught sequentially), and end with the instructional units. Or, the teacher can begin with
rocess questions and interweave appropriate Learning Activities and units. For instance, in dis-
erning process questions on the nation, the class might get into a discussion of Americans and who
At this point, the Learning Activity on Americans might be introduced as well as the unit on
s. However, it would take an experienced teacher to be able to interweave the various parts of
successfully. Participation in the inservice seminar program [See 4.3] would seem to be valuable
l.

2.3 Materials provided.

Student materials. No printed materials are provided for pupils. However, the curr
Green Book II contains photographs, stories, plays, diagrams, and exercise sheets which c
distributed to each student. A large set of photographs for use in the classroom is avai
lopers at a cost of $25.00.

Materials to supplement the Learning Activity on photography will include a camera,
developing film, and a classroom kit containing prototypes of objects which students can
are expected to be available by Fall 1971.

Teacher materials. The teacher's curriculum guide is contained in *Green Book II* (Vo
publication contains mainly background materials on the program--an introduction to the c
critiques, and recommendations concerning intergroup relations in the U.S., the history o
program, and implementation and evaluation of the curriculum.) *Green Book II* contains th
of the theoretical framework of the curriculum materials. Suggestions are presented for
process questions to introduce the curriculum. The process questions are numbered from 1
two columns. The left-hand column presents questions which the teacher is to ask the cla
column lists actual student responses based on four years of experience in teaching the c
instance:

	TEACHER	USUAL STUDENT RESPO
85.	What do the officials in government do?	Give orders; make laws o enforce laws.
86.	Give some examples.	Fight or get out of Viet crisis areas; pay taxes; citizens; obey laws; etc.

The "interchanges" [See 2.2] placed at intervals throughout the governing process que
for sequencing additional activities, and directions in which the teacher might lead the c
example, after a list of questions dealing with governing in the home, Interchange 1 reads

No printed materials are provided for pupils. However, the curriculum as set forth in hotographs, stories, plays, diagrams, and exercise sheets which can be reproduced and ient. A large set of photographs for use in the classroom is available from the deve- 00.

ment the Learning Activity on photography will include a camera, film, and materials for lassroom kit containing prototypes of objects which students can make themselves. These able by Fall 1971.

The teacher's curriculum guide is contained in *Green Book II* (Volume I of the same nly background materials on the program--an introduction to the curriculum, propositions, ations concerning intergroup relations in the U.S., the history of the development of the ion and evaluation of the curriculum.) *Green Book II* contains the developers' statement work of the curriculum materials. Suggestions are presented for using the governing roduce the curriculum. The process questions are numbered from 1-100 and presented in and column presents questions which the teacher is to ask the class. The right-hand ent responses based on four years of experience in teaching the curriculum. For

TEACHER	USUAL STUDENT RESPONSES
What do the officials in government do?	Give orders; make laws or policies; enforce laws.
Give some examples.	Fight or get out of Vietnam or other crisis areas; pay taxes; be good citizens; obey laws; etc.

[See 2.2] placed at intervals throughout the governing process questions are suggestions activities, and directions in which the teacher might lead the discussion. For questions dealing with governing in the home, Interchange 1 reads:

> Questions 1-10 can be used from grades 3 through 6, and teachers of grade K through 2 can decide how to develop this sequence for their students. has been our experience that kindergarten, first grade, and second grade students can respond well and discuss these questions, although their wri abilities will be limited. At this point, teachers can take students int the methodological tools relating to the home, family, school, and neighb . . . Or if the teacher prefers to delay getting into the Learning Activi and units at this stage, he or she may take students into the following questions. [*Green Book II*, p. 48].

The Learning Activities are numbered and presented in an outline which starts and the materials needed. Questions to ask the class, along with diagrams to be wr in a left-hand column. Possible teaching procedures, reasons for asking the questi children have given in the past are presented in the right-hand column. For instan "Discrimination," one of the quesions the teacher might ask the class is: "Are all not, how are they different?" The right-hand column reads: "Classes which discuss volunteered that cities had colored sections and slums as well as wealthy [sections areas. Children from urban areas should also be able to discuss a city's different them to explore these differences." Additional exercises which the teacher might w the end of some of the Learning Activities.

Green Book II also contains the two complete instructional units on the Americ of Independence. The units include learning objectives, materials needed, and acti tion, *Green Book II* contains (a) 20 photographs depicting people of different races ties; (b) stories and plays; (c) diagrams and exercise sheets which can be reproduc (d) bibliographies of both children's and teachers' books on American minority grou and the Declaration of Independence; (e) a list of instructional resources; and (f) grade levels the Learning Activities and units might be taught and interwoven with questions.

2.4 Materials not provided.

Although materials are provided in *Green Book II* to be reproduced for the stud suggest that each student develop his own notebook--his collection of pictures, dia visual material [See 3.1]. The school must supply the paper, pencils, crayons, etc

1-10 can be used from grades 3 through 6, and teachers of grades
2 can decide how to develop this sequence for their students. It
ur experience that kindergarten, first grade, and second grade
an respond well and discuss these questions, although their writing
will be limited. At this point, teachers can take students into
ological tools relating to the home, family, school, and neighborhood.
f the teacher prefers to delay getting into the Learning Activities
at this stage, he or she may take students into the following
[*Green Book II*, p. 48].

tivities are numbered and presented in an outline which starts with a list of the objectives
eded. Questions to ask the class, along with diagrams to be written on the board are listed
n. Possible teaching procedures, reasons for asking the questions, and answers which
in the past are presented in the right-hand column. For instance, in Lesson Activity 17
e of the quesions the teacher might ask the class is: "Are all neighborhoods the same? If
fferent?" The right-hand column reads: "Classes which discussed this topic readily
ies had colored sections and slums as well as wealthy [sections], and rural or suburban
n urban areas should also be able to discuss a city's different ethnic sections. Encourage
e differences." Additional exercises which the teacher might want to pursue are listed at
he Learning Activities.

lso contains the two complete instructional units on the American Indians and the Declaration
e units include learning objectives, materials needed, and activities for students. In addi-
ontains (a) 20 photographs depicting people of different races engaged in various activi-
d plays; (c) diagrams and exercise sheets which can be reproduced for use in the classroom;
f both children's and teachers' books on American minority groups, poverty, American Indians,
of Independence; (e) a list of instructional resources; and (f) a chart indicating at what
rning Activities and units might be taught and interwoven with the governing process

rovided.

als are provided in *Green Book II* to be reproduced for the student [See 2.3], the developers
udent develop his own notebook--his collection of pictures, diagrams, and other written or
3.1]. The school must supply the paper, pencils, crayons, etc. necessary for such a

project. Some Learning Activities call for clippings from newspapers and magazines, pho
money, etc., which the students or teacher would have to supply. *Green Book II* also sug
several films, filmstrips, books, and records which are not provided by the developers.

g Activities call for clippings from newspapers and magazines, photographs, maps, play
students or teacher would have to supply. *Green Book II* also suggests the use of
ips, books, and records which are not provided by the developers.

3.1 Teaching/learning strategy.

The Intergroup Relations Curriculum calls for inductive teaching and fo students in role playing, discovery, inquiry, game playing, and other classr that discovery and inquiry, rather than exhortation, are fundamental to acqui basic elements of relations among many different kinds of people. The proces in the program, involves the teacher asking leading questions. The teacher i the answer to the questions, but to ask further questions to lead them to the is allowed for discussion of the students' ideas, but the teacher always brin central theme. [See 3.2]

Since the student's ability to accept differences in others is dependent himself, the teacher must establish a classroom atmosphere in which feelings discussed with respect for everyone's ideas and experiences. The developers doing. The student engaged in classroom discussion about sameness and differ is actually experiencing a democratic interchange and thus practicing the rud representative democracy.

Generally, the teacher introduces the Lesson Activities in one of three as "What is a group?" and "Who are the members of your family?" to stimulate be explored; (b) by confronting the class directly with examples of the concep films, maps, or stories; or (c) through role-playing situations to enable stud being presented. Further questions, class discussions, and additional audiovi expand upon the concept. Although lesson plans are offered in detail, the dev Activities are intended to suggest possibilities to the teacher, not to presen the governing process questions and Learning Activities are presented in *Green* tions for the teacher to ask the class. An inexperienced teacher is advised t a more experienced teacher will use the specific questions to build his own le

Teacher's role. In the classroom, the teacher (a) asks questions, (b) in cussions, (c) reads stories, shows audiovisual material, and (d) encourages st lize for themselves. The teacher must foster an atmosphere which encourages s

3. CLASSROOM ACTION

g/learning strategy.

rgroup Relations Curriculum calls for inductive teaching and for very active participation of ole playing, discovery, inquiry, game playing, and other classroom activities. The developers state y and inquiry, rather than exhortation, are fundamental to acquiring an ability to sort out the s of relations among many different kinds of people. The process of discovery and inquiry, as used m, involves the teacher asking leading questions. The teacher is instructed not to *tell* the class the questions, but to ask further questions to lead them to the point he is trying to make. Time r discussion of the students' ideas, but the teacher always brings the discussion back to the . [See 3.2]

e student's ability to accept differences in others is dependent on his feeling of being accepted teacher must establish a classroom atmosphere in which feelings about differences can be openly h respect for everyone's ideas and experiences. The developers believe that students learn by tudent engaged in classroom discussion about sameness and differences rather than with a textbook, xperiencing a democratic interchange and thus practicing the rudiments of participation in a e democracy.

, the teacher introduces the Lesson Activities in one of three ways: (a) by asking questions such group?" and "Who are the members of your family?" to stimulate children to think about the idea to (b) by confronting the class directly with examples of the concept to be learned by using pictures, r stories; or (c) through role-playing situations to enable students to identify with the idea d. Further questions, class discussions, and additional audiovisual examples lead students to ie concept. Although lesson plans are offered in detail, the developers stress that the Learning intended to suggest possibilities to the teacher, not to present a cut-and-dried course. All of process questions and Learning Activities are presented in *Green Book II* with step-by-step ques- teacher to ask the class. An inexperienced teacher is advised to follow the manual closely, while nced teacher will use the specific questions to build his own lesson plans.

role. In the classroom, the teacher (a) asks questions, (b) initiates and guides class dis- reads stories, shows audiovisual material, and (d) encourages students to ask questions and genera- elves. The teacher must foster an atmosphere which encourages students to express their views and

respect those of others.

Student's role. The student is actively involved. He answers q
activities and role-playing situations, reads and listens to stories,
completes worksheet exercises. In addition, each student should deve
many of his own responses (written answers to such questions as "What
you a ruler?") and his collections of pictures, diagrams, and other f

3.2 Typical lesson.

Some of the following activities might be used to teach the Learn
designed to help children see the basic similarities among people as w

The teacher begins the lesson by asking, "How are *all* of us in th
Children will probably respond with such answers as "We all have noses
"We all have feelings." If they say something which is true for some
can pursue this and ask if what was said is true for all of us. Next,
different-looking people (color, age, sex, nationality, etc.) and ask
After hearing and exploring answers from students, the teacher then as
and some of us different? Are these things true also for the picture?
those suggested in the manual. The manual reminds the teacher that th
are important. The teacher may guide the class by asking general ques
increase the children's perceptions.

Now the teacher inquiries of the class how each one of them is di
fingerprints, clothes, etc.) and then are asked if the same things are
used includes such exotic figures as an African chief with painted face
discover that in some ways American women are like the African chief ("
What is lipstick? Does your mother put color on her eyes?").

To summarize the lesson and instill the concepts presented, the te
people?" If the class can't remember, the teacher reminds them: "We m
arms, legs, etc." stimulating the class to state (in their own words) t
The teacher goes on: "And we talked about hair color and skin color an
respond that in some ways *each* of us is different.

hers.

. The student is actively involved. He answers questions, participates in class discussions,
-playing situations, reads and listens to stories, watches films and filmstrips, and
exercises. In addition, each student should develop his own notebook in which he places
ponses (written answers to such questions as "What are some rules in your house?" and "How are
his collections of pictures, diagrams, and other flat or visual materials.

llowing activities might be used to teach the Learning Activity, "Sameness and Difference,"
ildren see the basic similarities among people as well as the differences.

gins the lesson by asking, "How are *all* of us in this class alike? How are we all the same?"
bly respond with such answers as "We all have noses, mouths, eyes, etc." "We are all people."
gs." If they say something which is true for some of the class and not for all, the teacher
ask if what was said is true for all of us. Next, the teacher might show a picture of very
eople (color, age, sex, nationality, etc.) and ask how the people in the picture are the same.
xploring answers from students, the teacher then asks the class, "How are some of us the same
erent? Are these things true also for the picture?" Students may list different items from
the manual. The manual reminds the teacher that the things students see are the ones which
teacher may guide the class by asking general questions, but the purpose of the lesson is to
en's perceptions.

r inquiries of the class how each one of them is different. They respond (feelings, name,
es, etc.) and then are asked if the same things are true for the picture. If the picture
exotic figures as an African chief with painted face, the teacher should lead the students to
me ways American women are like the African chief ("Do you know anyone who paints her face?
oes your mother put color on her eyes?").

ne lesson and instill the concepts presented, the teacher asks "What have we learned about
ass can't remember, the teacher reminds them: "We mentioned something about people's having
timulating the class to state (in their own words) that in some ways all of us are the same.
"And we talked about hair color and skin color and height," leading the students to
e ways *each* of us is different.

The teacher is instructed in *Green Book II* to go over these three
story, a classroom incident, or discussion of a religious or national

3.3 Student testing and evaluation.

The basic objective of the curriculum is to help students not to p
are different from them. To see whether it is achieved, the developers
techniques which may be administered before beginning the program and a
grades (4, 5, and 6) these consist of: (a) *stereotype sorting exercise*
tives to selected minority, racial, ethnic, and cultural groups and ran
children's drawings in which the student draws pictures of his own grou
tence-completion measure in which the child completes sentences about g
lower grades, the evaluation techniques consist of: (a) *oral interview*
groups and group differences; and (b) *children's drawing*.

There are no paper-and-pencil tests included with the Lesson Activ
of grading students.

3.4 Out-of-class preparation.

Teacher. The teacher should read Vol. II of *The Intergroup Relati*
contains the rationale, structure, Learning Activities, units, and gover
group Relations Curriculum is usually supplemental, the teacher will nee
which will weave in with his regular social studies program. In additio
governing process questions in with the Learning Activities and units.
three parts of the curriculum in *Green Book II*, but every teacher will h
and arranging the curriculum for his own class. [See 2.2] As no studen
want to duplicate stories, poems, diagrams, and worksheets presented in
member of the class. In addition, many of the activities suggest films
teacher to read to further his own knowledge.

Student. There are no explicit homework assignments for students.
bring pictures or newspaper clippings to class or to finish worksheets a

tructed in *Green Book II* to go over these three concepts whenever they are relevant to a dent, or discussion of a religious or national holiday.

l evaluation.

e of the curriculum is to help students not to prejudge and thus to misjudge people who . To see whether it is achieved, the developers devised several attitudinal evaluation administered before beginning the program and again at its completion. For the upper ese consist of: (a) *stereotype sorting exercises* in which the student attributes adjec- ty, racial, ethnic, and cultural groups and ranks them in order of preference; (b) which the student draws pictures of his own group, a friend, and a Negro; and (c) *sen-* in which the child completes sentences about groups, government, slums, etc. For the ation techniques consist of: (a) *oral interviews* to determine children's awareness of ences; and (b) *children's drawing*.

-and-pencil tests included with the Lesson Activities or units, nor is any mention made

ration.

her should read Vol. II of *The Intergroup Relations Curriculum* (*Green Book II*), which structure, Learning Activities, units, and governing process questions. As the Inter- lum is usually supplemental, the teacher will need to organize it into a year-long unit his regular social studies program. In addition, the teacher may want to weave the ions in with the Learning Activities and units. There are suggestions for combining the culum in *Green Book II*, but every teacher will have to spend a good deal of time adapting ulum for his own class. [See 2.2] As no student materials are provided, teachers may s, poems, diagrams, and worksheets presented in *Green Book II* to distribute to each addition, many of the activities suggest films and books for students and books for the her his own knowledge.

no explicit homework assignments for students. However, students might be asked to per clippings to class or to finish worksheets at home.

4. IMPLEMENTATION: REQUIREMENTS AND C

4.1 School facilities and arrangements.

No special type of classroom, school, or staff organization is necessary.

4.2 Student prerequisites.

There are no special student prerequisites for using the Intergroup Relat success of the curriculum depends on student participation and willingness to must be cooperative and able to discuss their feelings regarding sameness and

In an effort to provide for the needs of individual classes and students, procedures and teaching methods. Interchanges placed at intervals throughout suggest ways in which the material can be adapted for us at various grade leve suggestions placed throughout the Learning Activities for adapting the materia grades. If the reading material for students in *Green Book II* seems too eleme class, other commercial reading materials which could be substituted are liste activities.

Late-entering students. These students should not experience difficulty as they may not be accustomed to openly expressing their feelings concerning d teacher should make an effort to include them in class discussions.

4.3 Teacher prerequisites and training.

Teacher background and training. Teachers are urged to read through the course. Although no special subject-area background is required, special teac curriculum is highly recommended. The developers provide a packaged Seminar i in the form of a *Manual for the Seminar Director* and several films. [See 4.5] 10 two-hour sessions. Teachers participating in the seminar learn the objecti and participate in discussions about their own prejudices and the "black exper films prepared for the seminar outlines the structure of the curriculum, shows classroom through use of the governing process questions, and demonstrates som

4. IMPLEMENTATION: REQUIREMENTS AND COSTS

arrangements.

assroom, school, or staff organization is necessary.

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student prerequisites for using the Intergroup Relations Curriculum. However, since depends on student participation and willingness to respond to questions, the class le to discuss their feelings regarding sameness and differences.

de for the needs of individual classes and students, the project offers a variety of thods. Interchanges placed at intervals throughout the governing process questions material can be adapted for us at various grade levels [See 2.3]. There are also out the Learning Activities for adapting the material for primary and intermediate terial for students in *Green Book II* seems too elementary or advanced for a particular ading materials which could be substituted are listed at intervals throughout the

s. These students should not experience difficulty adjusting to the program. However, med to openly expressing their feelings concerning different groups of people, the ort to include them in class discussions.

and training.

d training. Teachers are urged to read through the *Green Books* before teaching the al subject-area background is required, special teacher training in the use of the mended. The developers provide a packaged Seminar in Intergroup Relations Education *r the Seminar Director* and several films. [See 4.5] The seminar is designed for chers participating in the seminar learn the objectives and theory of the curriculum ions about their own prejudices and the "black experience" in America. A series of inar outlines the structure of the curriculum, shows how to introduce it into the he governing process questions, and demonstrates some Learning Activities being taught

in the classroom. Teachers participating in the seminar are required to teach Lea
own classes and report their experiences to fellow participants.

The seminar, including the rental of teacher training films, the director's m
Books, and one set of photographs is available from the Lincoln Filene Center at a
can be made with the Center for presentation of different kinds of seminars at dif

Special teaching skills. The developers believe that the curriculum depends
This is defined as one who is concerned about intergroup relations and willingly a
students' open discussions about all kinds of opinions and feelings, especially ab
In order for the program to work, the teacher must be able to lead and spark discu
them and without judging students. The teacher needs to become aware of his own p
also know his students' academic and social abilities well in order to choose and
rials. He must be flexible and creative in order to interweave the curriculum int
program, and he must have confidence in his students' ability and willingness to l

4.4 Background and training of other classroom personnel.

Administrators. Because relevant education in intergroup relations definitely
educational administrators, the developers of the program strongly advise that adm
Intergroup Relations Education Seminar [See 4.3].

4.5 Cost of materials and equipment.

The chart on the following page itemizes information about the use and cost of

Teachers participating in the seminar are required to teach Learning Activities to their ort their experiences to fellow participants.

ncluding the rental of teacher training films, the director's manual, five sets of *Green* of photographs is available from the Lincoln Filene Center at a cost of $500. Arrangements e Center for presentation of different kinds of seminars at different costs.

g skills. The developers believe that the curriculum depends upon the "sensitive teacher." one who is concerned about intergroup relations and willingly assumes the responsibility for ussions about all kinds of opinions and feelings, especially about those who are "different." ogram to work, the teacher must be able to lead and spark discussions without controlling iging students. The teacher needs to become aware of his own prejudice. The teacher must nts' academic and social abilities well in order to choose and adapt the instructional mate- lexible and creative in order to interweave the curriculum into his regular social studies have confidence in his students' ability and willingness to learn.

training of other classroom personnel.

Because relevant education in intergroup relations definitely requires support from rators, the developers of the program strongly advise that administrators participate in the Education Seminar [See 4.3].

ls and equipment.

e following page itemizes information about the use and cost of materials:

MATERIALS, EQUIPMENT, SERVICES, etc. COSTS

Required Items	Quantity Needed	Source	C E
Teacher's guide (Vol. II of *The Intergroup Relations Curriculum*)	1 per class	Lincoln Filene Center	$
Large photographs, 1 set	1 per class	Lincoln Filene Center	$
Films		User must rent from film rental libraries	
Student-created materials--writings, art, clippings, etc.		User	

Recommended Supplementary Items	Quantity Needed	Source	C P
Seminar preservice course for teachers (10 2-hour sessions)*	1 per district	Lincoln Filene Center	$

Discussion: *This cost includes rental of teacher training films and of films re of teacher's manuals and photographs, and a seminar director's manual. The semin separately at a cost of $1.00.

Other costs. In addition to the materials and costs listed in the chart, sc film projector and a filmstrip projector. Schools may also want to purchase othe in *Green Book II* such as books, photographs, and records available from commercia

4.6 Community relations.

School officials and parents (especially parents of minority-group children) of the Intergroup Relations Curriculum into the schools because of its reliance u

MATERIALS, EQUIPMENT, SERVICES, etc. COSTS

	Quantity Needed	S	Source	Cost Per Item	Replacement Rate
l. II of *tions*	1 per class	L	Lincoln Filene Center	$ 7.50	Reusable
l set	1 per class	L	Lincoln Filene Center	$25.00	Reusable
		U	User must rent from film rental libraries		
erials-- pings, etc.		U	User		

	Quantity Needed	S	Source	Cost Per Item	Replacement Rate
course for sessions)*	1 per district	L	Lincoln Filene Center	$500.00	

ost includes rental of teacher train ining films and of films recommended in manual, five sets
s and photographs, and a seminar dire rector's manual. The seminar director's manual is available
t of $1.00.

n addition to the materials and cost sts listed in the chart, schools will need to have a 16mm
filmstrip projector. Schools may a also want to purchase other instructional resources listed
ch as books, photographs, and records ds available from commercial publishers.

tions.

is and parents (especially parents of of minority-group children) may object to the introduction
elations Curriculum into the schools s because of its reliance upon frank discussions of

individual and group differences. The developers recommend that school authorities be curriculum and be allowed to review the materials. Parents should be informed that the is to discuss sameness and difference in the classroom and thus reduce "harmful tags" a and to help children overcome feelings of hostility toward those who are different.

In homogeneous schools, the developers recommend cocurricular and extracurricular among students from different racial and ethnic groups. The rationale for this practic explained to administrators and parents.

ences. The developers recommend that school authorities be fully informed about the
o review the materials. Parents should be informed that the objective of the program
difference in the classroom and thus reduce "harmful tags" attached to differences
me feelings of hostility toward those who are different.

, the developers recommend cocurricular and extracurricular programs and visitations
nt racial and ethnic groups. The rationale for this practice should also be carefully
and parents.

5. PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Intergroup Relations Curriculum intends to start improving democratic
mentary school classroom. The developers at the Lincoln Filene Center believe
materials were inadequate in dealing realistically with racial and cultural di
most elementary school teachers were inadequately prepared to teach about demo

The program is principally based on the work of Hilda Taba, who developed
effective intergroup relations. According to Taba's theory, the fundamentals
defined in terms of the behaviors called into play in the relationship between
Patterns of acceptance and rejection of groups stem from: (a) fear of social
learned and not instinctive; (b) gratification of needs for status by assignin
tics to an out-group; and (c) finding relief for one's own feelings of frustra
one's unconscious guilt impulses and desires onto on out-group. In Taba's wor

> By using interpretive concepts to examine and relate facts, teachers
> information and knowledge and at the same time, modify existing feeli
> provoke new feelings and attitudes. Feelings and facts together crea
> orientation.[3]

The curriculum also draws on many other studies: (a) the 1968 Kerner Rep
of intergroup relations in the United States; (b) studies by Gordon W. Allport
City, New York: Doubleday, Anchor Books, 1958.) revealing that social experien
forces in shaping early childhood attitudes and values; (c) a study by Robert J
and Jacqueline Falk, entitled *Society and Education* (Boston: Allyn & Bacon, 19
school as the agent of socialization and change in society; and (d) the work of
importance for the school to adopt specific objectives for its educational prog

5.2 Program development.

Although the Lincoln Filene Center has tried to improve intergroup relatio
education since 1945, the immediate origins of this present project stem from t

5. PROGRAM DEVELOPMENT AND EVALUATION

nale.

ntergroup Relations Curriculum intends to start improving democratic intergroup relations in the ele-
hool classroom. The developers at the Lincoln Filene Center believed that available social studies
ere inadequate in dealing realistically with racial and cultural diversity in American life and that
ntary school teachers were inadequately prepared to teach about democratic human relations.

rogram is principally based on the work of Hilda Taba, who developed a theory and techniques of
ntergroup relations. According to Taba's theory, the fundamentals of intergroup education are
terms of the behaviors called into play in the relationship between the in- and the out-group.
t acceptance and rejection of groups stem from: (a) fear of social and cultural differences, which is
d not instinctive; (b) gratification of needs for status by assigning inferior roles and characteris-
out-group; and (c) finding relief for one's own feelings of frustration and inadequacy by projecting
nscious guilt impulses and desires onto on out-group. In Taba's words:

y using interpretive concepts to examine and relate facts, teachers can add to
information and knowledge and at the same time, modify existing feelings and
provoke new feelings and attitudes. Feelings and facts together create a new
orientation.[3]

urriculum also draws on many other studies: (a) the 1968 Kerner Report revealing the critical nature
oup relations in the United States; (b) studies by Gordon W. Allport (*The Nature of Prejudice*. Garden
ork: Doubleday, Anchor Books, 1958.) revealing that social experiences (not biological) are powerful
haping early childhood attitudes and values; (c) a study by Robert J. Havighurst, Bernice Neugarten,
ine Falk, entitled *Society and Education* (Boston: Allyn & Bacon, 1968), stating the importance of the
he agent of socialization and change in society; and (d) the work of Melvin Tumin (1968) stating the
for the school to adopt specific objectives for its educational programs.

am development.

ugh the Lincoln Filene Center has tried to improve intergroup relations through the process of
ince 1945, the immediate origins of this present project stem from the Center's September 1963

conference on "Negro Self-Concept." At that time it was pointed out that schools, ins
teachers were inadequate in coping with racial and cultural diversity in the United St

Phase I of this project, from March 1, 1965 to April 30, 1966, involved Center st
teachers and concerned: (a) identifying principles of human behavior in intergroup re
K-6 instructional materials, and exploring new instructional materials dealing with cu
determining basic guidelines for pursuing objectives; (c) organizing working parties t
materials for students and evaluating student and teacher responses to the material; (
change of students engaged in pilot use of the materials; and (e) disseminating materi
use on a provisional basis.

Phase II, which ran from September 15, 1966 through September 14, 1967, involved
the second grade level on the community, and one at the fifth grade level on U.S. hist
tive evaluation data on the materials based on actual use of them in the classroom.

During Phase III to the present, the Center has concentrated on refining, modifyi
instructional materials and teaching strategies and developing the inservice program f
teachers.

Supplementary kits and additional material for the Learning Activity on photograph
projected to be available to schools in the fall of 1971. [See 2.3]

The Lincoln Filene Center has also developed student and teacher instructional pr
based on the governing-process approach to human relations. For information about the
Lincoln Filene Center.

5.3 Program evaluation.

Although no formal field testing or evaluation has been conducted by the Center,
from teachers participating in inservice training programs and from try-outs of attitu
Center.

In January-May 1968, the Center conducted a 15-session institute for all (170) ele
ministrators of the Arlington, Massachusetts, school system and a one-session institute
chers and administrators from the Rhode Island school system. Teachers were asked to t

elf-Concept." At that time it was pointed out that schools, instructional materials, and ıte in coping with racial and cultural diversity in the United States.

roject, from March 1, 1965 to April 30, 1966, involved Center staff and elementary school i: (a) identifying principles of human behavior in intergroup relations, reviewing existing rials, and exploring new instructional materials dealing with cultural diversity; (b) delines for pursuing objectives; (c) organizing working parties to plan and develop pilot and evaluating student and teacher responses to the material; (d) evaluating affective gaged in pilot use of the materials; and (e) disseminating materials to school systems for asis.

an from September 15, 1966 through September 14, 1967, involved preparing two units--one at on the community, and one at the fifth grade level on U.S. history--and providing affec- n the materials based on actual use of them in the classroom.

to the present, the Center has concentrated on refining, modifying, and expanding the s and teaching strategies and developing the inservice program for elementary school

s and additional material for the Learning Activity on photographs are being developed and ble to schools in the fall of 1971. [See 2.3]

e Center has also developed student and teacher instructional programs for high schools -process approach to human relations. For information about the programs, contact the

on.

l field testing or evaluation has been conducted by the Center, feedback has been obtained ating in inservice training programs and from try-outs of attitudinal tests devised by the

68, the Center conducted a 15-session institute for all (170) elementary teachers and ad- lington, Massachusetts, school system and a one-session institute for 80 elementary tea- rs from the Rhode Island school system. Teachers were asked to teach those parts of the

curriculum most relevant to their classrooms. Forty-seven percent of the Rhode
of the Arlington, Massachusetts teachers reported in the postaudit that becaus
inservice training, they were more aware of their own sensitivities and prejudi
Rhode Island participants and 75 percent of the Arlington participants said tha
introduce Center and other materials in developing an intergroup relations prog

Winchester, Massachusetts teachers engaged in the December 1968 seminar fe
attitudes. They commented that their students seemed more tolerant and aware a
Some teachers, however, expressed the belief that more time and more materials
any significant change in students' attitudes.

A 1967 summer evaluation program was carried out in the Boston area to dev
cedures of the curriculum [See 3.3]. Seventy-five students in three Medford, M
Brooks, 23; and Columbus, 27) took the Sentence Completion Instrument before an
Intergroup Relations Curriculum. The Instrument requires writing answers accor
such questions as "Most Negroes _____," "Most American Indians _____," "Wh
and "Why do people live in slums? _____." Part Two of the test lists six gr
may describe them. The student is required to write the phrases that "you thin
line after each group of people.

After being exposed to the Intergroup Relations Curriculum, the following

1. A slight decrease in undifferentiated, global responses of the type "

2. A marked increase in all three schools in the number of responses emp
geographical factors, and cultural characteristics. This change is directly at

3. In two schools (Columbus and Brooks) there was an increase in respons
istics and in Columbus school a substantial increase in positive or neutral per

4. In Osgood there was a notable decrease in negative personal character

5. In Columbus there was a marked increase in perceptions of minority gro
and an increase in positive personal characteristics mentioned.

elevant to their classrooms. Forty-seven percent of the Rhode Island teachers and 72 percent Massachusetts teachers reported in the postaudit that because of their participation in , they were more aware of their own sensitivities and prejudices. Sixty-six percent of the icipants and 75 percent of the Arlington participants said that they intended to revise and and other materials in developing an intergroup relations program.

Massachusetts teachers engaged in the December 1968 seminar felt that it had changed their commented that their students seemed more tolerant and aware after the curriculum was taught. wever, expressed the belief that more time and more materials were needed before they would see hange in students' attitudes.

evaluation program was carried out in the Boston area to develop and try out evaluation pro- rriculum [See 3.3]. Seventy-five students in three Medford, Massachusetts schools (Osgood, 25; olumbus, 27) took the Sentence Completion Instrument before and after being exposed to the ns Curriculum. The Instrument requires writing answers according to the "way you feel" to "Most Negroes _____," "Most American Indians _____," "What is a government? _____," live in slums? _____." Part Two of the test lists six groups of people and phrases which The student is required to write the phrases that "you think describe that group" on the oup of people.

xposed to the Intergroup Relations Curriculum, the following evaluation data was obtained:

decrease in undifferentiated, global responses of the type "same as everybody else."

increase in all three schools in the number of responses emphasizing physical attributes, rs, and cultural characteristics. This change is directly attributable to instruction.

chools (Columbus and Brooks) there was an increase in responses reflecting economic character- mbus school a substantial increase in positive or neutral personal characteristics.

d there was a notable decrease in negative personal characteristics.

bus there was a marked increase in perceptions of minority groups as being socially victimized positive personal characteristics mentioned.

6. Government is viewed in terms of concrete references rather than both before and after exposure to the Curriculum. It would be worthwhile is being fostered in the program.

7. An increase in social processes as reasons for slum dwelling is characteristics as reasons. This may reflect a greater understanding of t

5.4 Project funding.

The Intergroup Relations Curriculum has been funded by the United Sta Lincoln Filene Center's private resources.

5.5 Project staff.

Those who have had principal responsibility for the program include J Filene Center; Major Morris, Director of the Intergroup Relations programs Southard; Ann Chalmers; Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Sea Kvaraceus.

; viewed in terms of concrete references rather than in terms of processes and functions
xposure to the Curriculum. It would be worthwhile to determine whether this type of idea
ie program.

in social processes as reasons for slum dwelling is matched with a decrease in personal
sons. This may reflect a greater understanding of the wide range of social processes.[4]

iations Curriculum has been funded by the United States Office of Education and by the
private resources.

d principal responsibility for the program include John S. Gibson, Director of the Lincoln
orris, Director of the Intergroup Relations programs at the Center; Damaris Ames; Joyce
Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Seasholes; Miriam Berry; and William C.

FOOTNOTES

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4. Gibson, J. S. *Op. cit.*, Vol. I, p. 179.

FOOTNOTES

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